

# The School Journal.

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## The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

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New York, March 1, 1884.

ONCE a year usually one of our colleges has a rebellion to tussle with. This year it is Hamilton College—a college that has done excellent service in the cause of education. A former president died, and the Senior Class wanted two holidays in consequence. The faculty thought one was enough and so the class bolted. We hope the faculty have the moral courage to yield nothing to these unwise, unlearned and unobedient boys. They are not fit to graduate—that is plain.

THE Treasury has the money, but Congress does not seem to be ready to give any of it to the schools of the South. This seems to be short-sighted as penuriousness toward childhood so often is. We shall suffer for a century for this want of Legislative wisdom. Gentlemen of Congress, give to the South twenty millions for the schools. It is of the highest importance that the children be properly cared for. You are allowing them to grow up in ignorance. The adult population are well taken care of; now think of the children.

THE BEST SCHOOL.—That school is not considered the best in which the machinery of government is most prominent and the pupils behave like automata, exhibiting no individuality, but a total absence of natural freedom; but where the spirit of investigation is rife, where all are actively employed in legitimate work, where a natural development of the best faculties of the mind is progressing, where pupils understand that they themselves have a great work to do, and not

many years in which to accomplish it—there is the place to look for results which will be valuable and lasting.—HON. W. RICHARDSON.

It is a good sign that the people are discussing education. From local papers sent us by subscribers we note that the people are beginning to understand there is something more needed than a school-house and some one to keep the children still. The old is passing away most surely when, at a meeting in Iowa, it is stated: "We want the teacher to have refined tastes; It doesn't matter so much how much is learned at school as it does that a person of good influence is there." At another meeting the old-fashioned "spelling school" was declared to be a nuisance: "We think too much of spelling," said one, "and too little of character, and only persons of a strong character are of any use in the school-room." Certainly these are sound ideas.

FORM AND SPIRIT.—Admitting all the advantages that Col. Parker had in being permitted to carry out his ideas on the subject of teaching, there is no doubt that the success was not the mere success of method, but of that true earnest spirit of the teacher which was behind the method. There was nothing strange or startling told us by Col. Parker, little that was altogether new, and we heard teachers express surprise and bewilderment that this far-fame dystem should prove to be a thing apparently so simple. These were teachers who had not yet learned to distinguish between the form and the spirit. That a good method is a grand thing in the school-room or elsewhere, and that there are good modes and bad modes of teaching, we do not deny. Still the fact remains that it is the spirit which animates the form and not the form which animates the spirit.

ASSISTANT-Bishop Howard Potter, of this city, said the other day: "The vice of this day is institutionalism." As soon as people conceive a good idea forthwith an "institution" is formed, directors appointed, and then the people turn to business and forget the "institution." In a short time they work badly, and people wonder why when there is an "institution" to take care of them. This is especially true of the schools. Annually the people elect trustees or a board of education, and expect them to run the schools in an admirable manner. But they don't; neither the children, the parents nor the teachers are satisfied. One of these days the people will find out that education cannot be got at the hands of an "institution." Men and women can educate; "institutions" cannot.

TEMPERANCE IN THE SCHOOLS.—No man's public rights will be invaded if it is decided as we think it ought to be, that total abstinence is that form of temperance which should be enjoined in the schools. The subject belongs fairly and wholly within that

range of practical matters affecting the State, upon which the State has a right to give judgment; and it lies, too, in the appropriate region of school life. We do not think, therefore, that any man has a right to be offended, whatever his personal opinion or practice may be, if he finds that the principles of total abstinence are laid down and commended in our public schools. And no school authorities anywhere ought to hesitate in causing such instruction to be given. It is the safe course assuredly, for the children and for the public, and no one may fairly object.—*The Congregationalist*.

IN HIS PLACE.—Here is something teachers should apply to themselves. Do they ever talk above the comprehension of the pupil? A half-witted fellow, found a missing horse, when all search for him had failed, and a liberal reward had been offered for his recovery. On his bringing the horse back to the owner, he was asked "Why Sam, how came you to find the horse when no one else could?" "Well, I just 'quired where the horse was seen last, and I went thar, and sat on a rock; an' I just axed myself if I was a horse, whar would I go, and what would I do? And then I went and found him." It would be well if every teacher before sitting down to a class of children, would ask himself. "If I were a boy how would I feel and what would I want?" He would thus be more likely to get hold of those boys and bring them along with him wherever he pleases to go.—*Barnes' Educational Monthly*.

We ought carefully to distinguish both in teaching and practice, between spiritual and material rewards, or punishments. We should tell the boy that industry and business enterprise bring money; that great talent may bring fame, while a pure and honorable character brings, of necessity, neither, but something far better,—self-respect and a clear conscience. In a word, we should make it plain that virtue is its own reward. It is no less than immoral to teach that the reward of virtue is material success. We may say that such success is the common accompaniment of truth and honesty, so far as they relate to business matters; that falsehood and dishonesty often are followed by business failure and the jail, but we ought not to hold these up as the consequence, the reward or punishment because the facts will not support us. The punishment of the liar and thief is that he knows it. By all means let us, as teachers, hold before the boys the terrors of the law, and try in every possible way deter them from evil, but let us point them to a greater terror and one that never fails, as the law, or public opinion may do—the terror of moral leprosy. And on the other hand, we should let them know that as honest men they may live and die poor, lose all respect but their own, even be mobbed in the streets—as Wendell Phillips was, yet receive a higher, more precious, unpurchasable reward.



## NATIONAL EDUCATIONAL ASSOCIATION.

## OUR WASHINGTON LETTER.

The Department of Superintendence of the National Educational Association held its annual meeting in Washington on the 13th, 14th and 15th insts.

**TUESDAY.**—At a preliminary meeting at the Ebbitt House, in the evening, called by the president, Hon. B. L. Butcher, of Wheeling, W. Va., Gen. Eaton outlined the progress of supervision in the United States, and briefly touched on the question of national aid. Dr. Gregory mentioned some results and prospects of the Civil Service Commission. Dr. Orr of Georgia, called attention to educational appropriation bills now before Congress. Major Bingham and Hon. J. C. Scarborough explained the status of schools in North Carolina, and the necessity of national aid there.

**WEDNESDAY.**—Hon. B. H. Warner, president of the Board of School Trustees of Washington, briefly welcomed members. A committee was appointed to consider the advisability of a meeting of school officers at Madison, in connection with the National Educational Association. Hon. J. W. Holcombe, State Supt. for Indiana, made an able address on Supervision in Country Schools. Remarks followed by Prof. A. L. Wade, of Morgantown, W. Va.; Dr. Shiras, N. J.; Supt. Charles W. Smith, Hennepin Co., Minn.; Mr. Houck, Deputy State Supt. Pa.; Mr. Dickinson, of Massachusetts; Supt. Baer, Reading, Pa.; and Gen. Eaton. The speakers submitted the necessity of supervision, stronger teachers, better salaries, and more definiteness of purpose and accomplishment. Mr. Harworth, U. S. Supt. of Indian Education, opened discussion on that subject—outlining what had been done and attempted by the Government in the Territories. Capt. Pratt, Carlisle, Pa., advocated the sending of Indians among civilized families to become educated by daily contact. On motions of T. W. Bicknell and J. G. Orr, special committees on education in Alaska and on legislation were appointed. Dr. W. T. Harris argued in favor of the present recess plan, and Supt. S. A. Ellis, Rochester, N. Y., against it. Supt. Gove, of Denver; Supt. Buehrle, Supt. Sanford and Prof. Z. Richards discussed the question. After recess Hon. E. E. Higbee, Pennsylvania, read a paper on The Duties of a State Supt. His views were seconded by Dr. Newell, of Maryland. At the evening session, Hon. J. W. Dickinson, Massachusetts, addressed the meeting on the subject of National Aid. Major Robert Bingham, North Carolina, followed with an address on Education in the South. Mr. Bicknell described the more important features of the bill drawn up by the Inter-State Committee on National Aid.

**THURSDAY.**—At the morning session Prof. J. M. Ordway of the Mass. Institute of Technology, Boston, and Supt. A. P. Marble, Worcester, Mass., spoke on Industrial Education. Prof. Ordway gave an account of technical schools in Europe, and encouraged schools in which the manual element has a much larger share than at present. Supt. Marble believed that technical schools prosper best as distinct institutions. Supt. Jones, of Pennsylvania, also spoke. On the motion of General Eaton the meeting adjourned that the members might pay their respects to the Secretary of the Interior and the President. They were courteously received by Sec. Teller and the President, who referred pleasantly to his own experience as a teacher.

At the afternoon session Gen. Eaton moved a committee on the subject of an International Council, and introduced Col. Rogers, Supt. of Schools, New Orleans, who invited the department to hold its next meeting during the Exposition next winter at New Orleans. The Association responded favorably.

Mr. Bicknell, Pres. of the Association, gave a detailed statement of plans for the great educational gathering in Madison, Wis. Arrangements were approved. Dr. B. Joy Jeffries, Boston, spoke of "Education of the Normal Color Sense and Color Blindness." Papers were read by Supt. Geo. J.

Luckey, Pittsburgh, Pa., Assist. Supt. Chas. G. Edwards, Baltimore, Md., and Supt. J. Ormond Wilson, Washington, D. C., relating to control and direction of pupils in their reading. The speakers urged the importance of better reading for the young, and the cultivation of a taste for such reading at the expense of small vices and luxuries.

At the close of the meeting, Hon. A. S. Willis, of Kentucky, representing the Committee on Education of the House of Representatives, spoke in favor of national aid. In the evening the session of the department closed pleasantly with a social gathering at the rooms of the Bureau of Education, where Sec. and Mrs. Teller received the company.

## NATIONAL AID.

The Convention appointed a committee to meet the Congressional committee, and the writer attended the joint meeting Saturday morning. It was held in the Senate committee room, at the Capitol, and was presided over by the Hon. Mr. Blair, Chairman of Senate Committee on Education and Labor, and remained in session from 10 A. M. to 3:30 P. M. The members present from the Convention were Dr. G. J. Orr, of Georgia, Chairman; Thos. W. Bicknell, of Boston, Sec'y; State Supts. J. C. Scarborough, N. C.; A. J. Rickoff, N. Y.; A. Coward, S. C., and J. M. Holcombe, Indiana. These were called upon to state their views on the National Aid Bill as now before the two houses of Congress.

Dr. Orr made a few introductory remarks, and was followed by Mr. Bicknell. He alluded to the great dangers to our government arising from illiteracy. The subject was a matter of political importance above all party or local considerations. Out of a population of 50,000,000, 6,000,000 can neither read nor write. And what adds to this dangerous condition of things is that, within the last ten or twelve years, there has been an increase in the ranks of illiteracy of 2,000,000 from the blacks and from emigrants. If we cannot change this state of things our case will be a hopeless one. Education is the remedy for the evil, and the only remedy. The South was doing its best. No color line existed so far as educational advantages were concerned. No people could do more under the peculiar circumstances. The national treasury was the source to aid in this matter. It is burdened with accumulating millions. Certain parts of our country are suffering for just what is burlining our treasury. The South needs school-houses, teachers' institutes and normal training schools for teachers, white and black. States will not suffer if this sum is distributed on the basis of illiteracy. He recommended not only the "three R's" as a maximum or a minimum, but that the elementary sciences and labor be taught. Normal schools should be established so that trained teachers could be had.

The writer thought of poor Ohio, at this point, and wondered if a part of this intended aid might not be extended to her needs. She has been struggling for forty years or more to establish a system of training schools for her teachers, but says she is too poor!

Major Scarborough, of N. C., was called and pictured the want and destitution and struggle of his State in a most graphic manner. Only about one half the children of that State are provided with schools and school-houses, many of the latter being mere pens, without floors or furniture, and in many cases, without doors or windows. (I declare it made my blood almost boil to think of this want and destitution visited upon innocent, helpless children, and thus continued from year to year, while the needed aid lies here idle, and a temptation to government swindlers!)

Major Armstrong, of Ala., reported his State in a hopeful condition, but badly needing aid; and willing and anxious to co operate with the government to the fullest extent in a fair distribution among all races of whatever may be given.

Supt. Holcombe, of Ind., testified that the people of his State were not in such pressing necessity as the South, but yet desired a fair distribution of the surplus fund made upon the basis of actual school illiteracy.

Mr. Rickoff, of N. Y., bore strong testimony in

favor of the plan reported in the bill before the two houses of Congress. Help at the right time was double help.

Supt. Coward, of S. C., made a strong plea for aid for his State, in order that they might repair the waste places in her educational system, build school houses, establish normal schools and teachers' institutes, and thereby infuse new life into all departments.

There was a slight disagreement between Northern and Southern Supts as to how the appropriations should be made in the South; the latter said that were it made on the basis of pure illiteracy, irrespective of race, the schools would receive about three-fourths of it in some States. They claim as a matter of policy and justice it should be made to the States on the basis of pure illiteracy, but that according to State Constitutions, it must then be divided purely on the basis of enumeration of white and colored youth of school age, irrespective of race or color.

Dr. Orr made a strong and most stirring appeal in behalf of this policy, but was opposed by Mr. Bicknell, whose convictions seemed to be equally strong the other way.

JOHN OGDEN.

Washington, D. C.

For the SCHOOL JOURNAL.

## LETTERS FROM NORMALVILLE, No. XVI.

## SOCIAL CULTURE.

All the educators agree that the schools exist to develop their pupils mentally, physically and morally. But while they admit this in theory, there are not many schools in which the theory is put into practice. It may be said, however, that this is the theory and practice of the Cook County Normal School.

The principles of the "new education" demand that every child be developed so far as possible as to his physical nature, as to his mental nature, as to his moral nature, and as to his social nature, also. The greatest good of the child, so that it may become a man or woman with rounded out character is the aim of this school.

A stranger visiting the school will be impressed with the manner and bearing of the faculty toward the pupils, and of the pupils towards them and each other. The faculty caste and class caste so observable in other schools is wholly wanting here. The visitor will be puzzled at first to find an excuse for its absence, but upon investigation will find a power upon the throne shaping affairs so that caste barriers are broken down. Merit, and merit alone is the criterion of distinction here. To illustrate: In the chapel exercises all the normal pupils are upon an equal basis, there being no special seats for special grades of pupils, no special prominence given to higher classes in the reciting of news or sentiments. Then, again, the method used of advancing any pupil to any class just as fast as he develops power to do work, has a tendency to break down class caste. The free and easy feeling produced by the chapel talks and exercises, together with the lack of the caste feeling mentioned, has a strong tendency to produce a brotherly regard for one another truly refreshing. Again, the apparent lack of that great gulf usually existing between faculty and pupils is another cause for the breaking up of stiffness and of timidity.

The writer believes that the great cause of the difficulties that arise in schools is that the teacher gives the pupil to understand that he is a superior being, to be approached only at certain times and with the greatest deference. Out of school-hours the pupils are to keep a respectful distance. They are to approach the great "teacher" only at class-time.

Col. Parker having for his purpose of education not the quantity-of-knowledge idea, but the development-of-character idea, planned, and is continually planning ways by means of which the pupils and teachers may come together, as so many ladies and gentlemen, upon an equal footing.

Some of his ways for attaining his purpose are the following: To the weekly faculty meeting, held for the purpose of discussing educational prob-



lems, a few of the students are invited. The moral and social effect of this is, of course, beneficial, but what is of greater importance is the stab given to that caste feeling before mentioned. As another means of social culture the out door sports form an important factor. With the exception of skating (for which purpose a pond is kept flooded by the engineer) there are no winter sports; but in the spring, summer and autumn months, croquet, lawn tennis, quoits, archery, base-ball, foot-ball, and on Friday afternoons, match games and races, are regularly engaged in under the supervision of captains. In these games teachers as well as pupils are supposed to engage. In these games merit fixes the teacher's place just as it does the pupil's.

Another source of social culture is the responsibility placed upon pupils as the members of committees. There is an "Order Committee," consisting of members from the different classes. The duty of the committee is to examine the different rooms in the building, giving especial attention to the condition of floors, dressing rooms, lunch rooms and desks. Their report is read each morning by the principal at the chapel exercises. Another committee is the one on "Amusements," whose duty it is to have a general oversight of the games, under the leadership of a member of the faculty; to see that the dancing is engaged in only at the appointed times, and to superintend the receptions given on alternate Friday nights. Still another committee is the one on "Journalism." It is the duty of this committee to collect material in such a way as it thinks best for the purpose of publication in the local paper, and such educational journals as may wish a few facts occasionally concerning the school. There is the "Library Committee," whose duties may be surmised from the name. These committees mentioned, together with several others form bodies which, aside from their social advantages, furnish excellent training of executive ability. To have the school conducted so far as possible by the students, and to keep the faculty in the background as a reserve power so far as practicable, is a favorite idea with Col. Parker. Besides these aids to social culture, each class elects every eight weeks a President, Vice-President, Secretary and Treasurer. There are also three societies in existence. One of a literary nature called "The Sommerfeld," for the grammar pupils; one called "The Horace Mann," composed of members from the senior class, the purpose of which is to learn to talk, standing. Its members discuss some educational questions at each meeting. Members of the faculty are honorary members, and frequently take part in the debates. Another society is a very large one called the "School Improvement Society"; its membership includes all the pupils in the building, excepting only the Kindergarten children; it meets on Friday afternoons; the members of the faculty meet with it, sitting, not as an august body on the stage, but in different parts of the hall among the pupils.

The power of transacting business for these several hundred members is placed by the Constitution in the hands of directors, who are the presidents of classes in the normal department, and of the other societies. The purpose of the society is to cultivate a taste for literature, music, elocution and the social life, all through one large democratic body in which all members are on an equal footing. The programs are made by the President of each normal class in turn, and wholly from volunteers. There is no appointing, no coercion, no penalties. The "working from within principle" in which Col. Parker is so firm a believer, has in this society an excellent exemplification of its truth.

To bring the parents of the children attending the school, the normal pupils and the faculty together, a "Parent's Reception" is held each alternate Friday night. On Feb. 8 there were present perhaps a hundred pupils, thirty or forty of the parents, and nearly all the members of the faculty. The whole building was pleasantly lighted and thrown open to all present. Social intercourse and

quiet games among the students was the order until Col. Parker arrived, when all engaged in singing a few songs, after which Miss Wheeler, a member of the faculty and a student of Bell's system of Visible Speech, recited a humorous selection. This was followed by Mrs. Parker with a humorous selection. A member of the "A" class then played a piano solo, which was followed by another member of the same class with a vocal solo. Sentiments and news were then called for from any one. One pupil read an extract from Rev. Mr. Savage's article in the last *North American Review*, on "Our Public Schools," which gave Col. Parker an opportunity for saying some very forcible things on the "new education." After these remarks the company engaged in some Kindergarten plays under the direction of Mrs. Putnam. A member (colored) of the grammar department sang a solo, after which the audience dispersed.

From these particulars it will be seen that constant efforts are made in this school to cultivate the sound side of the pupil's nature.

P. S.—A word of explanation to some who ask questions of me.

I had for several years been trying to get at a better form of education than existed, but I seemed to grope in the dark. At last I had the good fortune to meet Col. Parker while he was in Pennsylvania to fulfill his engagements last fall. I felt he had the truth in him, and asked permission to come to the Normal School. The *SCHOOL JOURNAL* I had read and admired for years was in search of a correspondent. I offered my services. It simply said to me, "Pierce into the inner life of the school. Try to write what will give our readers a clear idea of what Col. Parker is doing." This I am trying to do to the best of my ability. I was told to give facts, and facts alone do I report.

I. W. FITCH.

For the *SCHOOL JOURNAL*.

### THE TEACHING ART.

In glancing at the reports of the various normal schools one turns naturally to see what specific work is done by each to prepare the pupils to become teachers. Some normal schools take this position at the outset; there is no such thing as teaching one how to teach. In other words, they deny that teaching is an art. This reduces every such school to the position of a high school, and no small number are merely such.

Others give lectures or talks to the pupils that have some relevancy to school-room work; the subject of moral influence is the one usually discussed. But even in these schools the main thing is to drill the pupils in text book knowledge. The principal is: Rouse the pupil to self activity and he will be a good teacher.

A very few normal schools attempt to teach the art of teaching. They discuss the principles of the art daily until a firm foundation is laid in the pupil's mind. This is one source from whence real teachers come.

There is another source. Out of a thousand young men and women who began to teach ten years ago, and who for twelve months wasted the time of their pupils, a number saw they were really blind leaders of the blind. Some determined to come out of their darkness. Continuing to teach and to search for light, they stumbled upon certain rules of action at least. They found at least that when certain things were done in a certain way, the pupils were interested and got their lessons. Some having more of the scientific spirit than others (the scientific spirit being the desire to classify like objects) found fixed principles to guide their action. It is from this source the large part of the skillful teachers of the country have sprung. And in spite of the increase of the normal schools, from that source most of the skillful teachers are to come, for the schools have increased faster than the normal schools.

Thousands of teachers possess no acquaintance with the art of teaching, with them it is the art of hearing lessons. The young man who graduates as a physician is quite likely to follow as dull a

routine as the teacher. He concludes a patient has malaria and prescribes quinine, or that he is bilious and prescribes blood-root and sinks back into his old self again.

To acquire the art of teaching, the pupil must set to work to study daily and hourly the mode by which the mind acquires growth. Suppose a man had never heard of elimination of one of the unknown quantities of an equation; suppose he considers the matter, tries experiments, he will, if he goes on, reach at last the three modes by which it is done; then in solutions he will apply one or other of these. It is in this way the mind must work in attacking the problems of teaching.

The teacher has been told that spelling is to be taught by arranging the pupils in rows ("toeing the line" usually), and beginning at one end to "put out words" until all the words have been spelled. The thoughtful teacher will ask, *Why* do I do this? What is it to learn to spell? What position does the word stand in, in relation to the idea? etc., etc.

The questions that could be asked about this very simple (?) matter will set the teacher to thinking; many knotty questions will present themselves. But the teacher must ask, and must answer them. In the same manner he will take up the subject of number. In this way he lays a foundation for the art of teaching, and it is the only way.

For the *SCHOOL JOURNAL*.

### SELF-IMPROVEMENT.

No pupil is more pitied by the teacher than one that does not want to learn. The mischievous pupil that plays, makes fun, or even annoys others, is not dreaded like one that does not have any appetite for knowledge. This state of mind does not arise from dullness or thickheadedness—it is a lack of intellectual appetite. To remedy this the teacher spends much labor.

And yet there are thousands of teachers who have no desire for advancement. Having gained a place to teach, they go in and out, keep order and hear recitations, and advance in knowledge as a horse tied by a rope to a post advances. Arithmetic? Why, they went through that. Language? Why, they only hear children read in the Third Reader; why should they study that? These are nice people usually; their only fault is that they do what a teacher condemns in his pupil—they don't study their lessons.

Let us admit the teacher does know Arithmetic and the Third Reader pretty well. Let us look at him as one that is in the world to be educated, and submit a few questions.

Are you not deficient in taste? Will it not benefit you to read with care the great poets? Ought you not to study poetry for this very purpose? Think over your accumulations from Shakespeare, Wordsworth, Milton, Gray, Burns, Browning. Are they large? Can you point out the features in a poem that stamp it as excellent?

Are you not deficient in imagination? Ought you not to read the poets for this purpose? Have you read Bunyan's wonderful work? Have you read Burke? Do you look into Shakespeare and the Bible to see the exhibition of imaginative power?

Are you deficient in reasoning power? Cannot you read Webster, Clay, Butler, Bacon and Locke to advantage? Why not study mathematics? You will find pleasure in it.

Are you deficient in an interest in public affairs, or in judgment, or in good sense in the affairs of life, or in sensibility, or in patriotism, or in conscience? You can improve yourself in all these directions.

Your happiness, dear teachers, as well as your usefulness, demands that you forget your past, that you simply consider all present attainments as stairs or steps to help you to go higher up. No one is to be so pitied as one who attempts to teach others and who resolutely refuses himself to learn. It is hard to drink stagnant water; young children will not do it when they can get it running from the clear spring.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## WORKS OF ART.

(For topical exercises for pupils.)

From the earliest antiquity the construction of works of art has claimed a share of man's time. The greater the degree of civilization attained by any nation, the more numerous and excellent are its works of art. From them we learn much of the character, religion and customs of the people. Egypt possesses the oldest works of art, most of which are architectural. The Egyptians carried this art to a perfection in regard to the magnitude and durability of structures, that has never been attained since. The secret of their exertions in this direction is found in their religion. They believed that after the soul had spent thousands of years in its transmigration it would return to its body, hence their efforts to preserve that body—their rock-hewn catacombs and pyramids of solid masonry.

The Phœnicians, on the contrary, gave no thought to preparing for the future. They were profligate, luxurious. All of their energies were bent upon growing rich through traffic. They manufactured their fine glass and porcelain wares, their dyes and ornaments solely to sell.

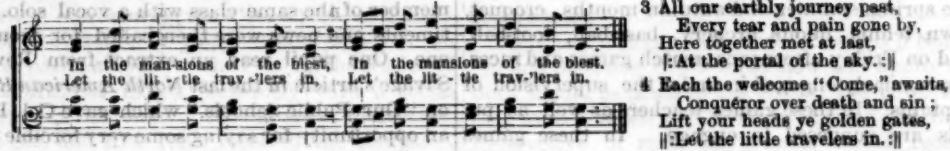
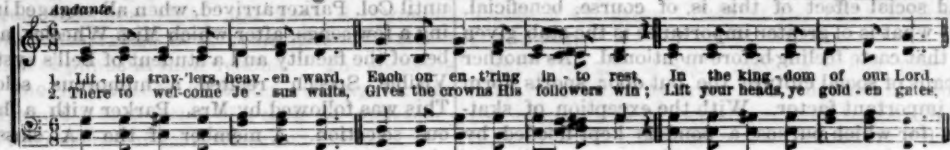
The Greeks were worshippers of nature: hence their appreciation of beauty and attempts to portray it. They carried painting and sculpture from a state of rudeness to one of elegance. The Greek artists are recognized as masters. The Minerva of Phidias has furnished a study for generations of sculptors, while his statue of Jupiter at Olympia was considered one of the seven wonders of the world. The Grecian works of art were mostly national property. When the country became a Roman province no inducements were held out to artists, for the Romans were too much engrossed with military affairs to bestow much time on art. Some of the wealthy collected choice specimens of Grecian work and some employed Greek artists, but they had no taste. The painters were regarded as slaves and the business degenerated until a painter was rated at the amount he could paint in a day.

In the fourteenth and fifteenth centuries a taste for the works of the old Grecian masters began to manifest itself; the work of painting and sculpture revived, but the masters simply imitated the antique style. Michael Angelo appeared and introduced originality. He aimed at the expression of life and power as he saw it around him. His influence on the character of art was soon perceived. Students flocked to study his famous paintings in the Sistine Chapel, his frescoes and statuary. Raphael, his great rival, also appeared at this time, and in his picture of "The Transfiguration" and numerous Madonnas displayed an originality and a talent nearly equal to that of Michael Angelo. He also attracted many followers, some of whom attained celebrity, as did some of Michael Angelo's, but they were mostly imitators. Soon another decline in art began, which lasted until the seventeenth century. Conspicuous names in the revival that then took place are those of Rubens, of Flanders; Rembrandt, of Holland, and Murillo, of Spain. Since that time more and more attention has been given to painting and sculpture, until every civilized country has her noted artists.

The question is sometimes asked: "What is the good of works of art; are they not useless?" Most emphatically, no! Nothing that elevates or refines, nothing that lifts our thoughts from the baser things of life to the contemplation of what is good or grand, or beautiful, is useless. Such things give us nobler purposes, deeper sympathies with those around us, and fit us to live better and happier lives. Works of art afford, to those that appreciate them, one of the highest kinds of pleasure. Some one has defined art as "the expression of the artist's delight in what he sees or imagines, and an attempt to communicate the same delight to others with a view to their sympathy and applause."

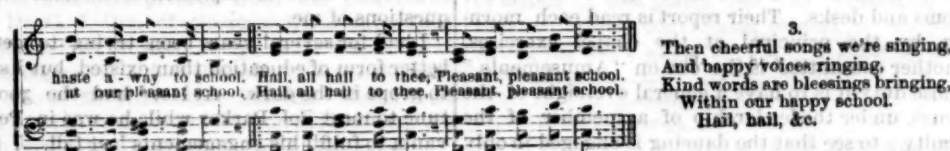
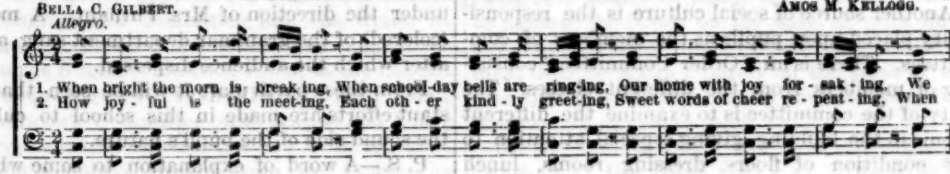
## LITTLE TRAVELERS.

WILHELM ARHENS.



## WHEN BRIGHT THE MORN IS BREAKING.

AMOS M. KELLOGG.



For the SCHOOL JOURNAL.

## READING.

Various means should be employed in aiding the pupils to see through the skeleton of words in the reading lesson to the thoughts represented.

The following exercise with a class of children eight weeks in school may illustrate one of the many ways of making the written sentence seem a reality to even the youngest reader. Necessarily, at this early stage, every reading lesson must be largely a review lesson, the new words introduced being impressed upon the child's mind by association with words previously taught.

No stereotyped method should be followed in beginning the exercise. Variety in this respect will lead the children to give a ready attention, since they do not know what is to be said or done.

The children are gathered about the teacher in an easy, natural order, and the teacher, wishing to add the word *horse* to their somewhat limited vocabulary, says: "I wonder if you saw what I did this afternoon! It was in the street when I saw it. It is very large, has four feet; its head is not round like yours, but is long, and on its head is long hair. Its ears are pointed, and —." But by this time many hands are raised, and expressive eyes indicate that the word in the teacher's mind has been guessed.

"Well, children, of what am I thinking? Hugh may tell me if he can." Hugh (answers) through-out being given in complete sentences) replies: "I think it is a horse." Hugh is right; it is a horse. Writes on the board, *It is a horse*. Teacher, pointing to the written sentence, says: "Who else will tell what I was thinking of?" Carrie, in a natural tone, says: "It is a horse." "Now look at the sentence, and see if there is a new word there." Hands are instantly raised to point out the new word. This, having been easily found, all other words in the sentence being already known, the teacher continues, in a conversational manner:

"You now know what I saw; but what kind of a horse was it?" Writing as she speaks, "Is it a white horse? What do you wish to say, John?" John asks: "Is it a white horse?" The teacher, writing upon the board—No, John; it is a black horse—says: "Who will answer John's question?" Francis is ready to step before John and answer: "No, John; it is a black horse." The teacher proceeds: "When I saw the horse, it did this," writes: *The horse ran*. Carrie, with permission from the teacher, informs the class that "*The horse ran*." "Who will tell us why the horse ran?" writes: *A boy hit the horse*. Again the hands are raised, and a child is selected to tell the class.

The teacher says: "This boy had something in his pocket. I am going to put something like it into Peter's hand." A nut is carefully placed in the child's hand, the other member's of the class not knowing what the boy's hand contains. The teacher writes: *Is it a box, Peter?* Maggie steps before Peter and asks: "*Is it a box, Peter?*" The teacher writes, *No, Maggie*. And Peter immediately answers, in accordance with the written sentence: "*No, Maggie*." "*Can I see it, Peter?*" asks little Richie, this sentence having been written upon the board. Peter, looking at the board for a reply, answers: "*Yes, Richie; it is a nut*," this being the sentence upon the board. The nut is passed to Richie. Teacher says: "I will tell you why Peter let Richie see the nut," writes: *Richie is a little boy*. This, as in the case of previous sentences, is first read mentally, then spoken by one of the children.

As a test exercise in word calling, questions similar to the following may be asked. Teacher, pointing to the word *horse*, says: "This is the name of something; what could you do with it if you had it?" Again the hands are up, and John says: "*I could drive the horse*." Teacher points to the word *boy*, asking what the object whose name this is can do. A prompt answer comes: "*A boy can play*."

Or, let the teacher describe the meaning of the word: "I see a word which tells how our hands should be." Carrie, glancing over the sentence on the board, points to *white*, saying: "Our hands should be white." Teacher asks: "What kind of a boy is Richie?" Maggie points to the word *little*, saying: "Richie is a little boy."

By these devices the words are fixed firmly in the child's mind, the sentences are fully understood, and a natural tone and expression are acquired. The exercise is indeed a language as well as a reading lesson.

WHERE THEY FOUND THE COOK.—Capt. Wilson, of the Star of France, while stopping at Oakland, Cal., lately, said that the ship's cook, while they were coming through the topics, got out on the martingale, under the bowsprit, to spear dolphins. He missed his footing while striking a fish and was never seen again; but two hours afterward the first mate caught a shark fourteen feet long, with a dolphin and one of the cook's legs and a gold watch and chain in his stomach. They recognized the cook's leg because it was tattooed all over with anchors and girls and things. Then the mate went fishing again with a large piece of pork, and in two hours caught another shark with the rest of the cook, in him.



For the SCHOOL JOURNAL.

## MEMORIAL DAYS.

MICHAEL ANGELO.

[NOTE.—The paragraphs can be committed to memory and recited, or copied and read. The participants can all be seated on the platform and rise in order, or come up to the platform from seats near. The teacher may give a lecture on Art as a part of the exercise. Procure a large card and print on it as below.]

MICHAEL ANGELO,

Born March 20, 1475.

Died Feb., 1558.

1st. Pupil.—We have come together to celebrate the birthday of a great man—a great sculptor, painter, architect and poet. He was born in Tuscany, Italy, in 1475.

2nd. Pupil.—As soon as he could use his hands he began to draw. At school he neglected his lessons and spent his time in drawing. His father was displeased with this and treated him harshly, but the boy had nothing but drawing in his thoughts.

3rd. Pupil.—When he was 18 years old his father reluctantly consented to place him under the instruction of a noted artist who agreed to pay for the boy's services—a very unusual thing for a mere beginner.

4th. Pupil.—His progress was so rapid that in a short time the master confessed that his pupil understood more than he did himself. While studying here he painted his first noted picture—a representation of St. Anthony tortured by monsters whose bodies were distorted into all manner of animal and fishy shapes. While working on it he used to frequent the fish markets to study the forms of the fish.

5th. Pupil.—Lorenzo, the ruler of Florence, opened a garden for artists in that city and Michael Angelo went there to study. There he first attempted sculpture. He obtained some pieces of marble and copied the image of a Centaur which stood in the garden so well that the work attracted the attention of Lorenzo. He paid particular attention to the boy artist, gave him rooms in the palace, and treated him with great kindness.

6th. Pupil.—Here he became acquainted with the best artists in the country, but he was no imitator of their work. He studied the living forms around him, giving particular attention to the muscles of the human frame. He studied them in every possible position, and even dissected dead bodies that he might learn more about them. It was this that gave him his power in sculpture and painting.

7th. Pupil.—When he was twenty years old he executed a Cupid in marble which was sold to a cardinal in Rome and was the occasion of the artist paying a visit to that city. He was 21 years old when he arrived in Rome. The works of art he saw there aroused him to greater enthusiasm in his work. He decided to remain and study them. There he executed a statue which first made him famous—the *La Pieta*. It represents the Virgin Mary, mourning over her dead son. The work is now standing on the altarpiece of a side chapel of St. Peter's, at Rome.

8th. Pupil.—When this was finished he returned to Florence, and began his next great work—the statue of David. He made it from a block of marble 18 feet high, which had been prepared for another design and abandoned. Other sculptors considered the block spoiled, but Michael Angelo so completely used the whole of it that a small piece of the natural crust of the stone could be seen on the head of the statue. It was placed on the piazza of the Gran Duca where it now stands. The statue represents David standing with one foot on Goliath's head, holding the sword in his hand ready for a blow.

9th. Pupil.—So far Michael Angelo had given his attention entirely to sculpture. He was 28 years old before he attempted anything to speak of in painting. He then received an order to paint a wall in a monastery, which shows what an exalted opinion was had of his abilities. While he was at work upon this the Pope, who had been told what a wonderful artist he was, sent for him to come to Rome and ordered him to build for him a huge mausoleum.

10th. Pupil.—This was a new kind of work—architecture—but he drew his plans, the Pope approved of them and he went to work. The mausoleum was to be 30 feet high and to consist of three parts one above the other; to contain more than fifty statues, many bronzes, and to be ornamented with all manner of architectural decorations. But, it progressed slowly and before much was done upon it he was chosen to paint the walls of the Sistine Chapel.

11th. Pupil.—This was a very great task. The ceiling and walls were to be covered with pictures. It is here that the originality and boldness of his style is clearly shown. There is no repetitions in the faces or figures. Each one portrays boldly the characteristics of the subject. The pictures are nearly all Bible scenes. On the ceiling is the picture of the creation of the world, the creation of Adam and Eve, the temptation in the Garden, the expulsion from Paradise, the sacrifices of Abel and Cain, and the Deluge. In the smaller places about the walls are many other Bible scenes and single figures of the twelve apostles, of the prophets and of sibyls.

12th. Pupil.—The ceiling was painted in 20 months. He worked at it almost constantly; his eyes became so accustomed to looking up that for a long while afterward he was obliged to read with his head bent back, and the book held above it.

13th. Pupil.—About this time the Pope died and the new Pope ordered him to cover the front of the church of San Lorenzo with sculpture. This was a greater work than the mausoleum even. Before it was finished this Pope died and the next one gave him more painting to do in the Sistine Chapel. He was very anxious to finish the mausoleum, and worked at it whenever he could get a chance, but he was kept so busy with other works that he was never able to complete it.

14th. Pupil.—In his 72nd year he was appointed architect of St. Peter's, which office he continued to hold till his death. With this great work in his hands he yet found time for others, among which was a bridge across Tiber, the Church of St. Maria, and a palace on Capitoline hill. The hill he also adorned with statues.

15th. Pupil.—The Cathedral of St. Peter's had been carried as far as the dome when the architect was called away from all his work. A slow fever attacked him in February, 1558, and in a few days he died.

16th. Pupil.—His disposition was inclined towards melancholy; some thought this was due to a disfigurement of his face, caused by a blow received in his youth. He was proud and passionate, but noble minded and a wonder of generosity. He lived very simply and sent nearly all the money he earned home to his father.

17th. Pupil.—Besides being a painter, sculptor and architect, he was also a poet of no mean ability. Several editions of his poems have been published. Dante was his favorite poet. It is said that he knew all of his poems by heart.

18th. Pupil.—Many of the artists of his day hated him through envy, and did not give his works the credit they deserved, but every one since his time admits that he was one of the greatest if not the greatest artist that ever lived.

For the SCHOOL JOURNAL.

## PRECISION IN TEACHING.

## ITS USE AND LIMITS.

A teacher desires the pupil to learn the time-measure table, or a piece of poetry, or the declension of a Latin noun, or to write after a copy, or to draw an object. This demands learning or doing a thing, and when done the result may be compared with some original; the intention is to reproduce the original. The attempt of the pupil calls for the employment of precision. This is the one thing the rote-teacher relies on; it has slain as many as Juggernaut. Precision is needful; it has uses and it has limitations.

In schools the term *thoroughness* is used to designate this attempt at precision; a man who was thorough was considered a model teacher. But as people have come to understand education better, a good deal less is said about thoroughness than there once was. It was once the custom in classical schools to spend one entire year in learning the declensions and conjugations in Latin grammar; the next year the pupil was introduced to the Latin reader. This was simply an outrageous and mistaken attempt to be thorough.

There is need of precision. If it is best for a boy to learn the "Lord's Prayer," or the "Decalogue," or the "Night Before the Battle of Waterloo," let it be learned as it is, word for word. The memory is made to be used; it is a most valuable faculty. But let it first be decided that the thing to be learned will be an acquisition; for we cannot learn all things.

In attempting precision the teacher will employ the memory, but it does not follow that it should be the only power called into use; that pupil is poorly taught who comes out with a stuffed memo-

ry, no matter how well stuffed it is. The purse that the fairy gave to Fortunatus always had a piece of gold in it, not because it was full of gold, but because it was a fountain of gold. How shall precision be obtained?

*Interest.*—To make any acquisition there must be something to spur motive. The man who labors at the spade hopes for a reward; the greater his hope the greater his exertion. To obtain precision real work is needed, to encourage this work the pupil must be interested. To learn a lesson without interest is most unfortunate for the pupil, and yet it is very common. Once the only motive appealed to was fear; then the schoolboy went unwillingly to school, and no wonder.

The teacher of narrow experience and narrow thinking will infer that it is meant he should give out sugar-plums, or lavish praise, etc. Not so by any means. "How, then, do you interest?" he will exclaim. This is the art the skillful teacher possesses. Read Page's "Theory and Practice," and see what that master says. In every mind the desire to know is to be found.

"Stop!" cried one boy to another who was hurrying away to school.

"No, I cannot; I'll be late."

"Hold on, and I'll give you an apple." But the boy only hurried on.

"Hold on; I want to tell you something!"

Now the boy paused.

Every teacher should study how to interest his pupils on sound psychological principles.

*Comprehension.*—To aid a pupil to learn anything by heart, he should know just what it means. How many have painfully learned rules of which they had not the slightest conception! How many have struggled over pages in history in order to recite them word for word, and yet never comprehended the meaning! Suppose it is the Ten Commandments—the pupil should be taught first what each one means. The old rule, learn first and comprehend afterward, is as bad as it can be. "But," says the teacher, "suppose the pupil cannot understand it?" Then don't have it learned. Treat the child as a reasonable being; if he cannot comprehend, then you are not giving him the right material; you are to blame and he is not.

*Doing, or Application.*—Whatever is desirable to know can be put into practical form. Suppose you wish to teach Square Root. You explain the matter so that the pupil understands what is to be done; you show him how it is done; and now you set him to doing one example and then another, and so on. This doing brings the knowledge into the mind in the most natural mode possible; eye and hand are united in the effort. Visiting a school one day, the pupils were found in a very merry mood over "Abbreviations." Each one had written another a short letter, using "Abbreviations,"—they had addressed the envelopes to "Prof. —," or "Rev. Dr. —, D.D.," or "Hon. —," etc., etc. This was a skillful teacher.

*Repetition.*—The employment of repetition in order to foster knowledge is of old date. In the English schools it is common now to hear of "going to repetition," etc. Repetition is less used in the schools than it once was; once every rule in arithmetic, grammar and orthography, and many other things, was repeated again and again in the schools. A certain amount of repetition is necessary, but it should be clearly ascertained that the memorizing is needful.

Let it be noted that precision is not knowledge itself. Thousands can recite accurately and yet know nothing after all. And, also, that a statement of the knowledge of another does not thereby become my knowledge.

"You must be liked by the children in order to instruct them."

"I would not like to send a child to a school where there was no library. Intelligent teaching requires a demand for intelligence. Intelligence means becoming a part of the life that has throbbed and struggled through the pulses of the ages, of the people who have lived and toiled and died in this world,—in a word of *History*."—KENNEDY.



## FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

## PROFITABLE READING.

FOR THREE BOYS.

CHARACTERS:—William, James and Edward.

Scene: James sitting tipped back in a chair with his hat on, reading a paper marked "Young America."  
(Enter William with skates.)

William. Good morning Jim! Why aren't you out skating this morning?

James. O, I was reading! Here is a capital story. I'll lend it to you after I get through with it. Just listen to this: 'As Ralph and the detective were groping their way along the dark passage where Ralph had found the hidden door, there was a sudden movement beside them. In an instant the muzzle of Ralph's revolver was pressed against the intruder's side. Another step and you are a dead man,' he whispered. The—"

W. There! There! Hold on Jim: I don't want to hear any more of that stuff. Throw the paper in the stove and come out and have a good time.

J. Throw it in the stove! I guess not, until I've finished it. I don't see what there is about it you don't like. I think it's splendid. Why, just think of—

W. Yes; that's exactly. You sit here and read that trash until you really think it would be perfectly splendid to be a Texas cow-boy, or a young detective groping through mysterious passages, and killing people. It's such stuff as that makes fools of lots of boys, but (pointing to his head) this head of mine is not big, but she's level.

J. O, pshaw! You don't suppose I believe it, now. It just goes right in and right out again.

W. Well, suppose it does, though I doubt it. All the time you spend in reading it is lost. You are not benefited in the least.

J. O, bother the benefit. Who wants to be benefiting himself all the time? I believe in having a good time once in a while, whether it benefits or not.

W. Yes; but if you can have the good time and the benefit too, don't it pay to take it? Now, I take a paper and I have a capital time reading it. There are splendid stories in it, but they don't make me think it would be nice to shoot somebody.

(Enter Edward, whistling around and boxing fantastically.)

Edward. Good morning to you all. What will you give me for what I have in my hand?

J. Give you my old boots.

W. What is it? Let us see. We're no good at guessing.

E. (Showing it.) There. Don't you wish you could grow ten dollar pieces in your garden?

W. Why, it's a ten dollar piece! How did you get it, Ed?

J. Rich uncle just turned up?

E. No; I raised it I tell you. (to William) You remember that lettuce I was telling you about?

W. Yes; but that never brought ten dollars.

E. Did it? You can ask Mr. Simpson. I got him to ship it to New York for me with his apples, and this is what it brought.

J. Lettuce this time o' year.

W. Where did you get the idea?

E. Why, I read it in our agricultural paper. It said that lettuce would bring a high price at this season, and told now to raise it in winter. And I thought I'd try it.

W. There, James. Doesn't it pay to read useful things. (to Edward.) James and I were just talking about reading. He thinks it isn't worth while to be so particular about what you read.

E. I used to think so too, but I find it is. I can make my garden pay ever so much better since I read the agricultural papers.

W. I hadn't thought of making it pay in that way. I was thinking how it made one feel like trying to be good and noble to read about noble people.

E. Well, I think that is better yet than reading for money. I like that kind of reading too. Why, it was only last night I was reading about—

(Voice at the door.) "Boys! boys! Come here quick! The boys from the Hollow are breaking up our ice."  
(Exit boys.)

## WHAT IT IS.

FOR DECLAMATION.

The poet laureate can take a worthless sheet of paper and by writing a poem on it make it worth \$65,000. That's genius.

Vanderbilt can write a few words on a sheet and make it worth \$5,000,000. That's capital.

The United States can take an ounce and a quarter of gold and stamp upon it an "eagle bird," and \$20. That's money.

The mechanic can take the material worth \$2 and make it into a watch worth \$100. That's skill.

The merchant can take an article worth 25 cents and sell it for \$1. That's business.

A lady can purchase a very comfortable bonnet for \$1, but she prefers to pay \$10. That's foolishness.

The ditch digger works ten hours a day and shovels out three or four tons of earth for \$2. That's labor.

A young man thinks he cannot get along without tobacco. That's folly.

A girl thinks every young man with a moustache is "perfectly lovely." That's greenness.

A man thinks it is cheaper to steal than to work. The jail teaches him a good lesson.

A boy thinks it is better to be a druggist's clerk at \$10 a month than to be a farmer, because he can sell the girls soda-water. He shows he doesn't know much.

Some men talk about the world as though they could make one themselves. They are worse than the last.

## INTERESTING FACTS.

TULARE LAKE once had an area of 1,736 miles, and depth sufficient for a steamboat that navigated it, but its area has been reduced to 196 miles, and its greatest depth is only 22 feet. Its contraction is attributed to the absorption of water for irrigating purposes from the two streams that feed it.

SALT is a very abundant mineral. There are solid mountains of it and deep caves of it. The water of the ocean is pervaded by it. Without it the earth would be full of corruption and flesh would decay. The Chinese celebrate the introduction of salt into their country by an annual feast; many of the ancients considered it a special gift of the gods.

MR. SHIELDS, by laying pipes perforated at intervals, some hundreds of yards out of Folkestone harbor, and forcing oil through them, successfully carried, out the other day, his invention for calming stormy water and making easy the entrance for vessels in distress. As the oil for the purpose can be procured for six pence a gallon, and as fifteen to twenty gallons completely calmed the entrance to Folkestone in a very stiff breeze, it is manifest how easy of appliance and cheap the plan is.

## NEWS OF THE WEEK.

Feb. 20.—Bismarck's explanation for returning the Lasker resolution is, that it contained an opinion of the dead man's political acts which he could not endorse. The steamer bringing the bodies of the De Long party arrived in port. An explosion in a coal mine near Uniontown killed 19 men. A cyclone swept through the Carolinas and Georgia, causing great destruction and loss of life.

Feb. 21.—Mr. Bradlaugh was again excluded from Parliament. Gen. Gordon has gone alone to visit El Mahdi. The 18th annual dinner of the Harvard Club of N. Y. took place at Delmonico's.

Feb. 22.—The garrison at Tokar has surrendered to the rebels. Funeral honors were paid in New York to the dead of the Jeanette crew. Crowds of citizens and a naval and military procession attended the removal of the bodies from Hoboken to the Brooklyn Navy Yard.

Feb. 23.—Salmi Morse, the originator in America of the Passion Play, committed suicide. De Long and his companions were buried in Woodlawn Cemetery.

Feb. 24.—A British force of 4,500, under Gen. Graham, landed at Trinkitat.

Feb. 25.—El Mahdi is marching on Khartoum. An explosion occurred in the Victoria Railway Station, London, supposed to be a dynamite cartridge intended for use in Parliament.

Feb. 26.—Arthur Wellesley Peel was elected Speaker of the House of Commons. Gen. Graham is preparing for a battle. [Subjects to explain to the pupils: The Lasker resolution—the Jeanette Expedition—Coal camp—Cyclones—Parliament and Mr. Bradlaugh—Situation in Egypt—The Passion Play—Dynamite; why England is troubled with it.]

## GOLDEN THOUGHTS.

These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.

CHEERFULNESS is an excellent wearing quality. It has been called the bright weather of the heart.

To most men experience is like the stern lights of a ship, which illumine only the track it has passed.—COLERIDGE.

To be angry is to revenge the faults of others upon ourselves.—POPE.

FRETFULNESS of temper will generally characterize those who are negligent of order.—BLAIR.

It is not money, nor is it mere intellect, that governs the world; it is moral character; it is intellect associated with moral excellence.—T. D. WOOLSEY.

The best way in the world to seem to be anything is really to be what we would seem to be.—TILLOTSON.

## EDUCATIONAL NOTES.

## NEW YORK CITY.

THE Teachers' Association of New York City gave a concert and elocutionary entertainment in Steinway Hall Feb. 22. Mrs. Henry Fifth Wood and Mr. Ackland Boyle rendered a number of recitations. Mr. Wm. R. Chapman conducted the musical programme, which consisted of solos by Miss Henrietta Beebe, harp solos by Miss Maud Morgan, and choruses by the New York Banks' Glee Club of forty voices.

THE Primary Teachers' Association was addressed Feb. 18 by Prof. Scott. He dwelt upon the importance of teaching distinct enunciation and the correct use of words, in order that the pure English might be learned. He said: "Children use the language they hear, and perhaps the strongest influence brought to bear upon their style of speech is the example set by their teachers in the five or six hours of daily association. In Edinburgh and in London judges on the bench and working girls on the street use the same pure language. One of the greatest things you can do for yourselves and for your pupils is to attend carefully and closely to the right use of our language." He advised the teachers to improve their spare time by studying the cities and places of interest in Europe by means of books of travel, engravings, maps, etc., and to attempt to see in imagination the sights of the old world. He gave a description of his study of Rome, and exhibited some fine engravings.

## ELSEWHERE.

MASS.—A second course of lectures will be given before the young ladies of Lassell Seminary at Auburn-dale, N. Y. They proved popular last year.

CHATAUGUA CO.—The following delegates have been chosen to attend the State Teachers' Association: Coms. J. H. Shallice and J. J. Crandall, F. S. Thorpe, ex-Com. N. C. McKoon, E. L. Jones and W. H. Bigelow.

ARKANSAS.—At the last Teacher's Institute, held in Johnson Co., the SCHOOL JOURNAL and Parker's Talks on Teaching were recommended as reading matter for the teachers. The examiner says this was "not done as a favor but on account of the merit of the JOURNAL and Talks."

SARATOGA CO.—The absence of the teachers of Saratoga Spr. from the Co. Institute, held there Feb. 4 & 5, was much commented upon. Some declare that the Saratoga Supt. said that attendance upon Institute sessions is a waste of time. We cannot but believe this to misrepresent a very live man.

MICHIGAN.—The people of Muskegon are agitating the question of introducing sewing for girls into the public schools. A night school has been established which has an attendance of over 200.

Port Saniloe evidently has a very excellent man in Supt. Pettingill, judging from the words of his teachers. They seem imbued with his spirit.

N. Y. STATE.—Oswego County manifests a good deal of genuine life. The teachers met at Fulton and had class work by Miss Sisson and Miss Kemball, and experiments by Prof. Boothby. They meet at Mexico March 1, and a fine programme is marked out. Com. Parkhurst gave a cordial reception at Fulton. Talks on Teaching are extensively read in this county.

MEMPHIS, TENN.—The number of white pupils is 1,664; colored, 1,150; the cost per pupil, \$11.66. There are a number of half-day schools. Supt. Collier approves of this for very young children. He also encourages supplementary reading, and presents a very admirable report for a city that has struggled so earnestly as Memphis.

VIRGINIA.—The Wythe County Teachers' Institute is a great success. It passed the following resolution by a unanimous vote:

Resolved: That we protest against the abridgement of our liberty (in attending Institutes) by the Legislature, and that if they do abridge our liberty thus. It is further resolved that we continue our Institutes, once or twice a year, even at our loss of time.  
(This is noble action.—Ed.)

JERSEY CITY.—At the regular monthly meeting of the Teachers' Association, Feb. 20, a series of readings and recitations was interspersed with some good music.

A tablet to the memory of the late City Superintendent of schools, Wm. L. Dickinson, was unveiled in the High School room at 3 o'clock on Feb. 23rd with appropriate ceremonies. The presentation address was made by Hon. E. A. Appar, State Superintendent of Public Instruction, and was responded to by Director Isaac Romaine, Chairman High-School Committee. Other



addresses were made by Thomas Potter, Esq., Hon. B. F. Randolph, and Maj. Z. K. Pangborn.

**CONN.**—At the New Britain Normal School there are four classes. The Junior class (next to graduating) is in the model school twice during the week. The senior class spends half of each day there; each member serves an apprenticeship as teacher. The other classes do no actual teaching. When other rooms are added, as is hoped for, the members of at least the junior class will also practice in the model school. [It should be arranged in every normal school to give actual practice to every pupil. A large number leave the school before graduation. What benefit do they get?—Ed.]

**CONNECTICUT.**—Two instructive papers were read before the Hartford Co. Teachers: "Is School Government Monarchical or Republican?" by Prin. Twitchell, and "Reading," by Prof. Carroll. Mr. Twitchell said: "Shall we meet these little wills with our stronger will and crush them to subjection, or shall we appeal to their feelings, to their reasoning, to their conscience, and thus teach them to control themselves? Unless they be self-ruled they will not be prepared to go out into this world of temptation; they, in all probability, will not be law-abiding citizens." Prof. Carroll says: "We build up a vocabulary by converging with the pupils concerning the world about us. It becomes the real possession of the child only as he uses it. Every lesson should be a talking lesson. All reading should be talking to some person."

**ILLINOIS.**—Supt. W. B. Powell is steadily improving the schools of Aurora. Reading books are laid aside when the third reader is finished, and the pupils study the best English and American literature. There are classes studying Scott, Dickens, Longfellow, Irving, Bancroft, Macaulay, Shakespeare and others. History is pursued by means of biography. For instance: The "Life of Washington" is taken, and in connection everything with which he was identified. To procure these facts the boys and girls are set to hunting every where. Everything which has been written about Washington, and which can be procured, is on a large table in the school room. The books are bought by the school board. In geography, "Journeys" form the string upon which geographical facts are strung. Reference books bearing upon this subject, are also collected. In grammar, the instruction is given by means of actual work in composition, writing, spelling and punctuation. This begins with the lowest grades and continues till the pupils are through the High School.

#### FOREIGN.

**SCOTLAND.**—The school boards of Kirkland and St. Ola have prohibited the corporal punishment of girls, on the ground that it was coarse and degrading. It is said to be the first case of such prohibition in Scotland.

**HOLLAND.**—The law of 1878 forbade religious instruction in the schools. Many parents desiring such instruction, have contributed to the establishment of "schools with the Bible." About 395 such schools are reported for 1883.

**ITALY.**—The statistics of Education forwarded by the Bureau at Washington show a rapid increase in the annual appropriations since 1871, and a corresponding decrease in the number of persons who can neither read nor write.

**BUOYS.**—In all harbors the buoys on the right as you pass in are painted red, and those on your left black. When one is painted in red and black horizontal bands, the ship should run as close to it as possible, because that indicates the center of a narrow channel. Buoys with red and black vertical stripes always mark the ends of spits and the outer and inner ends of extensive reefs, where there is a channel on each side. When red and black checkers are painted on a buoy, it marks either a rock in the open sea or an obstruction in the harbor of small extent with a channel all around. If there are two such obstructions and a channel between them, the buoy on the right of you will have red and white checkers, and the one on your left will have black and white checkers. When a wreck obstructs the channel a green buoy will be placed on the sea side of the wreck, with the word "Wreck" plainly painted on it in white letters, provided there is a clear channel all around it; otherwise, an even number will be painted in white above the word "Wreck" when the buoy is on the right side of the channel, and an odd number if the buoy is on the left."

Now is a good time to canvass for new subscribers for the SCHOOL JOURNAL. We hope no Principal in the United States will fail to make the paper known to his assistants. Specimen copies free.

#### LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.  
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.  
3. Be pointed, clear and brief.

(1) How shall I best explain to a class the cause of the waters of the oceans and some lakes being salt? (2) Please suggest some interesting games for a country school that is obliged to play in the school-room while snow is on the ground and on rainy days? (3) Which system of writing would you recommend? S. B.

(1) First as to the oceans. Remember that the land is full of salt, in small quantities of course, and that the water of the brooks and rivers take this up and carry it to the oceans. The sun evaporates pure water and leaves the salt. Hence we infer there was a time when the ocean was fresh and that it is steadily becoming more salt. As to lakes, doubtless some of the rivers have brought them much salt and evaporation shows this. (2) See columns of the JOURNAL. (3) There is little choice. Valuable series are published by Ivison, Blakeman, Taylor & Co., D. Appleton & Co., A. S. Barnes & Co., Cowperthwait & Co., and several others. Write to them for specimens.—Ed.]

(1) Should a superintendent do any teaching when he visits a school? (2) Should he, as a rule, take up the time usually devoted to recitation, in speech-making? (3) Should he while visiting a school govern in any degree? (4) If he teaches, is he not likely to destroy either the influence or the individuality of the teacher? (5) If he practices speech-making, does he not lose valuable time that might be better employed in observing the methods of teaching and controlling used by the teacher, thus enabling him to correct faults and suggest to the teacher the points wherein he lacks? (6) If he governs, does he not practically say to the pupils, "Your teacher is incapable of controlling you"? T.

W. C. Colson, in the SCHOOL JOURNAL of Feb. 2, asks: "When did Jan. 1, 1884, first dawn on the earth?" Appleton's Higher Geography, page 121, fixes the line; but you say that it is not definitely fixed. Who is correct? [Appleton's Geography says that Schedler has fixed the line. How could he fix it? It is not and cannot be a definitely fixed line. The people who voyaged east brought their day with them: those who went west took their day. These two advancing hosts did not travel in straight lines. There are islands having east time and other islands farther east having west time.—Ed.]

What do you think of the school system (?) of some States in our Union—Iowa particularly—in taking up only one branch of study and "crowding" that for a year, another the next year, and so on? Is it practical? Our plan of work in Minnesota is this: 1st year, reading, teaching the script, not print; tables, spelling by sound and letter, with instruction in marking the vowels. Twenty minutes per day in writing on slates, which I rule. Drawing and oral geography. 2d year, Language, reading, spelling, talks about history and drawing. 3d year, much as the second, but one grade in advance. E. S.

[The first is not in accordance with the principles of education; the last appears to be.—Ed.]

(1) Why is the present Congress called the 48th? (2) Why do we invert the divisor in division? (3) How was the polar diameter found to be 26 miles shorter than the equatorial? To send our readers—J. C. M.

(1) The first Congress met in 1789. The Presidential term filled by Garfield and Arthur is the 24th. There are two Congresses to each Presidential term, hence this is the 48th. (2) See elsewhere. (3) Rather hard to explain; generally, a pendulum beats faster the nearer it is to the center of the earth; a pendulum beats enough faster to induce the conclusion that the polar diameter was 24 miles shorter.—Ed.]

(1) In the sentence, "No one loves to tell a tale of scandal but to him who loves to hear it," please give reason for using "who," and what is its antecedent? (2) Please correct, if necessary, the following, viz.: The man, who was here, has gone. (1) Who must be used because it will be the subject of the verb—the antecedent is in the objective case, but pronouns are not required to agree in case. Him is the antecedent. (3) Correct.—Ed.]

Can you put me on track of a book containing lively and good songs for a (district) school of bright pupils? J. A. E. B.

Our "Song Treasury" (Nos. 1 and 2) containing each 35 bright songs, hymns, rounds, etc., are designed for such use, price 10 cents each, \$6.00 per hundred.—Ed.]

Why do you invert the divisor in fractions? [The inversion of the divisor shows how often it is contained in a unit. Next it is multiplied by the dividend to ascertain how often it is contained in the dividend. Take  $\frac{1}{2} \div \frac{1}{3}$ ; now invert  $\frac{1}{3}$  and it becomes  $\frac{3}{1}$ —that is  $\frac{1}{3}$  is contained  $\frac{3}{1}$  time in 1. Now multiply  $\frac{1}{2}$  by  $\frac{3}{1}$  to ascertain how many times it will go in  $\frac{1}{2}$ .—Ed.]

I am not satisfied with my method of teaching history and would like some help. In the SCHOOL JOURNAL of Feb. 2 I noticed the advertisement of "How to Teach and Study History." Can you recommend this book?

[Yes. It will assist the teacher; it stimulates the pupils. Supplement the history lessons with general readings on related subjects.—Ed.]

I have my pupils write all they can remember about a topic in history at each recitation. What do you think of the plan? O. G.

[It depends on many circumstances whether it be a good plan. First, the subject should be worth learning; second, it should be appropriate to the age, etc., of the pupil; third, it should be comprehensible and enter into the experience of the pupil. Then after reading he may write about it.—Ed.]

Who publishes "Fresh Leaves"? J. D. J. [E. O. Vaile, editor of the Schoolmaster, Chicago, Ill.—Ed.]

In the sentence, "Costly thy habit as thy purse will buy," you parse "costly" as an adverb. It is an adjective, relating to "habit." F. X. D. [F. X. D. is correct; we meant to say adjective.—Ed.]

What is Civil Service? M. M. [Service of the public distinct from naval and military service.—Ed.]

**PREDATORY PLANTS.**—There are plants which live by actual violence. The Venus Fly-trap, which grows in the Carolinas is one; its leaves are sure death to insects. Each leaf is composed of two lobes, which close on each other by a hinge in the middle, and both lobes are covered with small purple glands. When the leaves are open the trap is set, and now let a fly light on a lobe, it snaps together, and the fly is a prisoner, the glands pour out a sort of gastric juice on him, he is digested, the leaf rests awhile and then opens for more. The Sundew is another plant of the same kind, only its digestive apparatus is in its flowers and not in its leaves. It is armed with a number of stout hairs, and when an insect touches a flower he is held by a thick fluid upon it while the hairs turn over and grasp him until he has been digested. The Bladderwort is an aquatic plant, having a pitcher like receptacle which entices insects within, where they are killed and digested, while the Dogbane has a similar contrivance for imprisoning and killing insects.

**BANANAS.**—Everybody who has eaten a banana knows the pulp is seedless. The plants are propagated from other plants. Nine months after a cutting has been planted, a purple bud appears in the center of the unfolding leaves that shoot out from the head of the parent stem. The stem on which the bud appears grows rapidly above the main stalk. As the bud increases in weight, the stem bends downward by a graceful curve, on the extremity of which this bud continues to grow still, the purple blossoms falling off. Little shoots appear as the embryo fruit. Each fruit has a yellow blossom at its outward extremity. A single stock bears only one bunch or crop as its life work. At the end of three or four months the fruit has grown to maturity, and is picked long enough before it is "dead ripe" to preserve it in marketable condition. Spaniards have a religious reverence for the banana, believing it to be the fruit of which Adam partook. The fruit has long been regarded as extremely nutritious. It is recommended above all others for invalids who are unable to swallow harder food. An estimate by Humboldt claims that the soil that would be required to raise wheat enough for one man would produce enough bananas to feed twenty-five men.



## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

## PROFESSOR WEST ON THE CLASSICS.

A. W. HUME, M. A., N. Y. City.

In the February number of the *North American Review* Professor West, of Princeton, discusses the much-vexed question of the respective merits of ancient and modern studies. He puts the question: "Must the Classics Go?" and declares that there is no need of this, and that Greek should be retained as well as Latin. He confines himself to a few salient points, and discusses these lucidly if not exhaustively.

The ground he takes has so often been traveled over before, that there is little room for originality; but Mr. West is a much better champion of his cause than if he were wholly original. He attacks Herbert Spencer at the outset, whose name is a good one to conjure with. He is much oftener quoted than understood, and sometimes not understandable, perhaps, even by himself. His book, "Education," has been a perfect godsend to carpers at classical studies. Professor West examines Herbert Spencer's dogmatic assertions, analyzes them, pulls them to pieces, exposes the fallacies, the "unfair language," the "simple quibbling," and, to use a phrase of Mr. Gladstone's, he pulverizes Herbert Spencer. To prove the power which Greek and Latin—and Greek and Latin alone—possess, he quotes Mr. John Stuart Mill, for "Mr. Mill has covered the whole case."

By far the most valuable part of Mr. West's article, after his reference to Mill and Spencer, is where he deals with those objectors who have been the victims of faulty teaching. These are the objectors to be feared. He hits the nail on the head when he ascribes, as President Porter had done before him, the chief hostility to classics to the inefficiency of teachers. He says, talking of "cheap teachers, ignorant of the rationale of their subject. Their pupils become even more so, and plod drearily along or else evade their task, receiving a minimum of benefit outweighed by a maximum of mental injury." This is quite true; but the blame rests less with the teachers than with the system and with the school-books. When modern studies forced their way into prominence, less time was necessarily given to classics, and a stupid and insane system of teaching grammar more than language was introduced. Instead of treating grammar as merely a help to language, grammar was made all-important, and the language was made subsidiary to it; just as if Homer and Virgil and Plato and Cicero were of no use except as models by which to exemplify irregular forms of words and intricacies of syntax. Grammar was thus made the one object, and, in consequence, grammars grew in size, and are every day becoming more complicated. It was forgotten that a student will learn sooner, and better, the difficulties of inflection and construction from actual experience of authors than from the best grammars. The objection to the study of classics is thus made a question arising from poor teaching.

For the SCHOOL JOURNAL.

## SEVEN LETTERS FROM TWICKENHAM.

BY WOLSTAN DIXEY.

Why the town was ever called Twickenham, I can't, for the life of me, imagine. It resembles in no possible way that I can see the English village: it has no Grotto, no Orleans House, no St. Stephen's. It might much better have been called Greendale, for every inhabitant who is neither a Green nor a Dale is sure to be a Greendale—except, of course, strangers. The teacher's name at school No. 3 was one of the exceptions; it was Foster. The first letter with which we have to do was written by her to an intimate friend, who had been her room-mate at normal college. It is needless to give it all here, and, in fact, I was only shown a part of the letter. I presume the first of it had a good deal to say about "the way of the cloth" and "a selvage edge" and cutting it "bias" with a "shirr!"

and an "L" on it; but this is only guessing. Toward the last the letter ran:—

"By the way, the new superintendent called on my school to-day. He is a young man, not old enough for the position (in my humble opinion), but he has cheek enough for anything. He gave me some very good advice about managing the boys, and of course I had to take it all, meek as you please, but I felt all the time as if I wanted to slap him; he has such a confident way with him as though he knew it all. The boys seemed to think he was very fine and they laughed all the time he was talking to them, but I didn't see anything to laugh at. He is tall and dark and has beautiful eyes, but I can't endure him, he seems so brassy. However, I don't doubt there are plenty here who will be quite carried away with him. I saw him walking with Archer Green's daughter yesterday. She is very nice and very pretty, and I shouldn't be at all surprised at a little love affair in that direction. They would make a pretty pair; she is dark, and if he carried her off there would be some hope of an older and more dignified superintendent."

"I don't feel as if I could sleep a wink to-night. Good-night, and please write soon to your loving NELLIE F."

The second letter was written by the "new superintendent" to his brother. The signature doesn't show, as it ought, that he was neither a Green nor a Dale, not yet a combination of the two, so I am left to make a formal statement: He was a Carleton. A portion of his letter ran thus:

"I am enjoying my work here greatly. The people are fairly intelligent, and the teachers more than that. I shall make several changes at once in the program of studies, but not a clean sweep at present. My particular hope is in one teacher, a Miss Foster. She is very much in earnest in her work. She especially dislikes me I notice, but that doesn't matter."

"I must confess to being slightly touched, as you accuse me, in regard to Miss Green. She is the most dashing little witch you can imagine. I have a dreadful misgiving that her heart is elsewhere and that she is only flirting with me."

There was more in this letter which is of no consequence to us. The writer subscribed himself, "Your brother, Walter."

Both these letters left Twickenham in the same mail, as also did one from Miss Emma Green, addressed to Mr. Henry F. Maxwell, at Aspinwall, United States of Colombia. How it began I shouldn't dare record, nor half of its contents, but a sentence or two will bear transcription:

"I have splendid times with Mr. Carleton, the new superintendent. I see him almost every day. He is the talk of the town—the way he is managing the schools. The children seem to gain in intelligence every week. It is almost incredible. The scholars all like him, too, and like to go to school; and the teachers just adore him. He is only thirty, nearly as tall as you and ever so much handsomer; such eyes! He makes love to me with them; you won't believe it, but he does! And if you don't hurry and come home from that horrid swampy, snakey country I'll marry him right away. I am sure he will ask me."

"Oh, please, be a good boy for once and do come home soon to your," etc., etc., and I shouldn't any more dare give the voluminous conclusion than the beginning of the letter, but I will record that the bright eyes of vivacious Miss Green looked uncommonly red and sorrowful for an hour after writing it, particularly for one who had in immediate contemplation the bliss of wedlock.

School matters in Twickenham certainly were very much changed after Mr. Carleton's appearance, and Miss Foster's school was among the first to manifest the improvement. Perhaps this was because the teacher was thoroughly imbued with the spirit of true teaching, and only needed a little encouragement and wise direction in order to make this spirit work and appear to the best advantage. Some people in Twickenham had thought her ideas and methods rather peculiar: but the boys were so fond of her, and their studies were so well attended to while in school No. 3 that it had been generally conceded that if she had "queer notions" there was yet "something in them."

In another letter to her old school-mate, Miss Foster wrote:

"I find I don't know as much about teaching as I thought I did, and Mr. Carleton knows more. We are getting to be quite friendly, though of course he is not my style. We had a talk the other day about education, and I told him I thought there

must be some secret about teaching and learning—some underlying principle—that I hadn't found. He said he thought there was, and looked at me in such a meaning, saucy way, I know I blushed dreadfully, though I don't know what there was to blush about. I think he would be ever so much nicer if he had not that bold look—you know, if there is anything I particularly detest, it is cheekiness. I will make him answer for it some time. If he would only say something impolite that I could resent, I would like it. I am going to ask him next time he calls, what he meant and what the secret is, about teaching. I suppose he thinks he knows it."

"He seems to be paying desperate attention to Miss Green. I'm very glad for my part, only I think he might be a little more dignified and not cause people to talk so much about him."

"I feel dreadfully blue and miserable; the weather is absolutely awful."

Good-bye.

NELLIE F."

The fifth letter was from Mr. Carleton to his brother. Among other things it said:

"Pity me, old fellow, the brilliant bubble has burst. I learned a few days ago that the adorable Miss Green has a lover down in South America, and from her behavior lately, I am certain that she has been only amusing herself with me. What shall I do?" Yours, despairingly.

WALTER.

P.S.—Please send me the book of sonnets over my table. W."

From the sixth letter by Miss Foster to her friend I take a long extract. The letter began:

"My dear, dear friend: I know you will be surprised at what I am going to write you, but no more than I am that everything should happen so strangely. I am going to tell you all about it because you are my nearest and dearest friend and I must tell some one. You know I said I was going to ask Mr. Carleton what he meant about the secret of teaching. He came again to-day. Of course I couldn't ask him before the scholars, but he stopped a minute after I dismissed them, and I said, 'Mr. Carleton, you told me'—"

"I don't remember my exact words, but I only asked him what was the secret of teaching that he thought I didn't know, and, if he knew, would he give it to me; and that's all I asked him. Now, was it my fault? Was I to blame the least bit? That creature stood there, and positively grinned with delight, as if I had said something dreadful. You don't know how I felt. Then he suddenly became serious, very serious; I never saw him look so before; and it made me afraid of him. And he said—I can remember every word: 'Miss Foster, I am sure you have the secret of teaching, though you may not know it. It is the secret of learning, too; the secret of everything worth having or worth living for—it is love. You ask me to give it to you, but I have already given you all I had; instead, I beg you will give me, if you can, just a little love. Please! just a little.' He looked so humble and beseeching that I—told him I did—just a little, only a little. I couldn't help it; he made me say it. I said distinctly only a little, but he paid no attention to that, but just—Oh! I can't tell you; you never heard of such impudence in your life. But doesn't it seem strange, when I always disliked him so? I think it is fate. It was destined to be so. Perhaps I ought to have waited and thought it over calmly. If I have done wrong, I am sorry. Do write soon, and tell me if you think it was my fault. The weather is lovely," etc., etc.

What Miss Foster could not "tell" her most intimate friend, I surely should not be at liberty to blow abroad to the multitudinous "general reader," even if I knew, which I do not; I was never inside of Twickenham School No. 3 in my life. I was sitting on the wall opposite, that afternoon, and when Miss Foster and Mr. Carleton came out, I noticed they were arm in arm. A few steps up the road they met Miss Green riding with a bronzed, blonde-bearded, square-shouldered young man, who jumped from the carriage immediately, slapped Mr. Carleton on the back and wrung his hand without waiting for an introduction. I was near enough to observe Miss Green's look of amazement; and, after some breathless explanations and the intensest hilarity on the part of the men, to hear her exclaim, "Perfidious wretches!"

Perhaps a few words from a letter dated at Aspinwall long previous to any of the others may throw a light on the situation. It was by Henry Maxwell to his friend Walter Carleton:

"When you go to Twickenham, you will probably meet a Miss Emma, daughter of Mr. Archer Green. Among the numerous Greens with which



the place abounds, this particular shade so exactly matches my own verdant nature that I expect, on my return from Aspinwall, we two shall be indissolubly knitted together in one life-pattern. As a favor to me, make yourself as agreeable as you know how to this young lady. Perhaps you can get up a little flirtation; she is a great flirt.

Yours,  
HARRY.

No wonder Miss Green exclaimed "Perfidious wretches;" no wonder Miss Foster echoed the sentiment. Of course, Mr. Carleton's brother, when he heard of it, said: "I knew all the time he was bluffing." But he didn't.

The seventh letter from Twickenham? Yes, to be sure. It was from Miss Foster to her friend. But it wasn't a letter at all; it was only a piece of cake.

### QUESTIONS.

1. Enumerate the conditions on which the perfect healthiness of a school-room and premises mainly depends, and say what precautions it is in the teacher's power to take for securing them.

2. What is meant by the "Association of Ideas"; and in what departments of your teaching are the laws of Association best illustrated?

3. Show by examples what is meant by the words Syllogism, Inference, Hypothesis, and Demonstration.

4. Locke taught that all our knowledge comes to us by sensation or reflection. Explain this statement, and illustrate it by reference to your experience in teaching. What special lessons seem to you best calculated to encourage the habit of reflection?

5. What is meant by "habit"; and by what is habit formed and strengthened? Are there any youthful habits, either of thought or of action, which lie specially within the control of the school-teacher?

6. If your advice were asked by managers respecting the formation of a library in your school, what classes of books would you suggest? Name in each case two or three examples of books well suited for the purpose. By what other means is it in the power of a teacher to encourage in the scholars a love of reading?

7. It has been officially explained that one chief object of exercises in English should be "to add to the scholar's store of words." Say why it is desirable to do this, and by what sort of exercises the object can be most effectually attained.

8. Say by which of the exercises of Froebel, or by what other discipline in higher classes, it is possible to call out or strengthen the inventive faculty in children.

9. Show by what means the influence of a teacher can be so used as to encourage in the scholars: (a) Thrift, (b) Obedience and helpfulness to parents, (c) The habit of industry.

10. Show, by means of brief notes of a lesson on one of the following subjects, how you could help a scholar to think out and find a rule or principle for himself:

- (a) Multiplication of fractions.
- (b) The law of gravitation.
- (c) The choice of food.
- (d) The formation of abstract nouns from adjectives.

11. Mention any books relating to the History or the Philosophy of Education, which should be read by any one who is anxious to become thoroughly qualified for the profession of a teacher, or which you hope to read, and give your reasons for the selection.

At the meeting of the New York State Teachers' Association at Lake George, last summer, Article III. of the Constitution was amended to read as follows: "Any teacher or school officer may become a member of this Association, by signing the Constitution and by paying dues for one year, in advance; but withdrawal from the active duties of teaching shall not cause a forfeiture of membership. The Teachers' Association of every county and city may appoint three persons to attend the State Association, as delegates."

### NEW YORK CITY.

**AMERICAN ART GALLERIES.**—An exhibition of Mr. Eugene Weeks' paintings and ancient costumes opens Feb. 27th at these galleries.

**PIANOFORTE MATINEE.**—Mme. De Salazar will give an afternoon concert of piano music at Steinway Hall, on March 4th. Mr. Fritz Giese (solo violoncellist) to his Majesty the King of the Netherlands, and Mr. Sam Franko, the well-known violinist, will assist. Mme. De Salazar will play selections from Bach, Beethoven, Chopin and Liszt.

**WATER-COLOR SOCIETY.**—The exhibition of water-colors at the Academy of Design closes March 1st. The works that have received the more general admiration of the public are probably Mr. Henry Farrer's sunset pieces, Mr. F. Hopkinson Smith's foreign, and Mr. W. T. Richards' water scenes, Mr. J. Alden Weir's "Puritan Maiden," Mr. J. Francis Murphy's landscapes, the flower paintings by the Misses Groatorex and Abbott, and Mr. Anderson's brilliant interior.

**MISS MARGULIES' CONCERT.**—Miss Adele Margulies' concert at Steinway Hall on the 28th was a decided success. Miss Margulies is distinguished by having won the first prize for piano playing at the Vienna Conservatory. Her appearance here, in conjunction with Mr. Thomas' orchestra, was an interesting event, and the two concerts (Beethoven, No. 4 in G, and Chopin (E minor opus 11), which she undertook, were a test that only her training and skill enabled her to pass successfully. The orchestra gave Brahms' "Academic" overture, and a symphonic poem by Saint Saens.

Mr. Inness's "Niagara," which has been on exhibition at his studio, West 55th street, was sold for \$5,000.

Mr. J. S. Hartley has just finished a bust which is to be sent to Europe after being cast in bronze.

Edward Gay is at work on several fine pieces of landscape.

W. A. Coffin has on his easel a portrait of a lady in black.

Wm. Morgan is painting a girl in blue, waving goodbye to some one in a train.

G. De Forest Brush has the portrait of an Indian chief on horseback as one of the reminiscences of his Western trip.

### PUBLISHERS' NOTES.

We propose to give in this column from week to week, a few of the many unsolicited letters we receive from subscribers to our publications, commending them to the attention of teachers everywhere. It is pleasant in this way not only to acknowledge their receipt, but to show that we are very glad of their appreciation.

A leading Ohio superintendent says: "I am very much pleased with the SCHOOL JOURNAL. I find it to be the live educational periodical of our country."

I regard your publications superior to any and all others. I admire Parkerism more and more. I read and re-read it, and I think I understand it. H. L. R.

The JOURNAL is like the path of the just man that shines more and more to the perfect day; I am wedded to it and wish it and you superlative success.

JAS. MCBRIEN.

Please send me my old friend the INSTITUTE. There is nothing equal to it. B. G.

The TREASURE TROVE should find its way into every home and school-room. It is no doubt doing a power of good wherever it goes. I would not be without it. W. H. R.

The JOURNAL is simply priceless. W. H. LYNCH.

I cannot loose any number of the INSTITUTE; I intend to take it until I find a better paper—and that will be a long time, judging from what I have seen.

M. A. SPEAR.

The JOURNAL furnishes what it takes years of experience to find out. M. M. LUTHER.

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### AS TO THE FUTURE.

Please note the following features of the JOURNAL: 1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper; "How to Teach" is the problem before the earnest teacher; all know the what, few the how. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make it a paper no live teacher can do without.

### AS TO THE PAST.

The educational world does MOVE. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The dearest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

Correspondence in regard to subscriptions should be addressed to the publishers,

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## BOOK DEPARTMENT.

## NEW BOOKS.

**A CHRISTIAN HOME.** "How to make and how to maintain it." By John Hall, D.D. Phila.: The American S. S. Union.

The book contains many wise words upon the importance of the subject, which is looked upon too lightly by so many young people; the necessity of similar tastes and beliefs, that self-respect may not be sacrificed for the sake of harmony; upon the danger to the peace of home, especially lurking in such society as stupidly apes European ways.

Much good advice is given upon the Home government and training of children—the especial danger to which the children of different social classes are exposed, and the care of the parents in regard to it. The book is designed to benefit—not the bad therein described, "they do not believe in pious books"—but such as are "not yet on the tempting, inclined plane." The book is well written in choice language, and its attractive binding makes it an ornament for the centre-table.

**COOKERY FOR BEGINNERS.** Marion Harland. Boston: D. Lothrop & Co.

To young housekeepers this book will bring a blessing. It comprises the preparation of breads, meats, soups, eggs, vegetables, cakes, dessert, jellies, etc., and contains blank pages for additional receipts. Directions are stated clearly and exactly. To old housekeepers it will suggest healthy, savory dishes in place of the greasy, much-seasoned and spiced ones that have caused so many dyspepsias. The author agrees with Bayard Taylor that "pies have slain their ten thousands," and, therefore ignores them. "Soup," she says, "that has globules of fat floating on the surface is unwholesome and unhealthy." Her directions for preparing this important article of diet, are worthy of careful following.

**THE TEACHING OF DRAWING IN GRAMMAR SCHOOLS.** Walter S. Perry. Boston: The Prang Educational Company.

This is a paper read before the "Department of Industrial Education," at the meeting of the National Educational Association at Saratoga, July 11, 1883. It is now published in pamphlet form. Mr. Perry says it is time there was a more definite nomenclature for drawing terms than "Free-hand," "Model" and "Object," "Geometrical" and "Mechanical," "Perspective" and "Design." He proceeds to classify it as Constructive, Representative, or Decorative, showing on what the distinction should be based, and how each should be taught.

**PROFIT AND LOSS.** Mary Dwinell Chellis. New York: National Temperance Society.

There is no class of literature more needed than attractive temperance books. The well-known author of "Profit and Loss" sets a worthy example by employing her talent in this direction. The present volume is one of unusual interest. It would be well if all politicians were as manly as Mr. Kendrick, who refused to accept a promising nomination because his acceptance would necessitate "keeping still" about flagrant wrong, and if all liquor dealers would learn without waiting to be taught by bitter experience as did Mr. Waldo, that liquor-selling is "bad business."

**HISTORY OF THE UNITED STATES IN RHYME.** Robert C. Adams. Boston: D. Lothrop & Co. 60 cents.

Mr. Adams has utilized to good purpose that tendency of rhyme to stick in the memory when prose fails. Many readers will remember his clever little "History of England in Rhyme," of which this is a companion volume. The principal events in the history of the country are fixed in the student's mind by easy rhymes; no value being claimed for it as a piece of literary work, the author's sole aim having been to impress dates, names and events upon the mind of young readers. The summary of colonies and States which closes the book will be especially valuable.

**STRUGGLING UPWARD.** Sarah J. Jones. Philadelphia: American Sunday School Union.

This is a readable and entertaining Sunday-school temperance story. Its tone is one of strong and earnest religion. The narrative and characters are interesting, and there is enough of adventure in it to make it attractive. The scene of action is partly in a military camp among rough but kind-hearted men, giving opportunity for some novelty of treatment compared with most stories of the class.

**HAND-BOOK OF SANITARY INFORMATION FOR HOUSEHOLDERS.** Roger S. Tracy, M. D. New York: D. Appleton & Co.

This is a compilation of facts hitherto somewhat scattered and desultory, for the purpose of furnishing

householders explicit information regarding, ventilation, drainage, care of contagious diseases, disinfection, etc. It also treats very extensively of adulterations of food, and of poisons.

**PICTURES OF ENGLISH SOCIETY.** George Du Maurier from "Punch." New York: D. Appleton & Co.

This is one of the Parchment paper Series, and one of the best of them. It consists of a number of Du Maurier's wonderfully clever satires on English society, transferred from the pages of "Punch." They show the artist's elegance and precision to good advantage. They depict English life with remarkable truth and afford no end of fun by reason of their keen humor.

## MAGAZINES.

Louisa M. Alcott's third "Spinning-wheel Story" is a leading feature of the March number of *St. Nicholas*. Mrs. A. D. T. Whitney contributes a brightly written story, called "Girl Noblesse," which is not without "boy interest," however. "Among the Mustangs" is the title of an entertaining paper on the wild ponies of the plains by Noah Brooks. Lucy Larcom has a bright little March poem called "The Wind Flower"; Palmer Cox tells and shows how the adventurous "Brownies" went up (and came down) in a balloon, and numberless other good things go to make up the number.

*Outing* and *The Wheelman* comes with a charming snow scene for a frontispiece, and a mixture of winter and summer in its contents, as varied as the season. A light tennis sketch, by Arlo Bates, with lively illustrations, has the first place. Mr. Chadbourne's *Journal* gives a solid modicum of science to the number, set off by butterfly pictures. Winter, in its various aspects, appears in two essays, and in another Commodore Jones describes a trip on skates from Hartford to Springfield, done in three hours, with the assistance of one of those swift Norwegian rigs of sails that make every man his own ice-yacht. There are some bicycling poems and excursions, and a yachting sketch. The best fiction in the number is a breezy out-door story, begun by President Bates.

The Fashion articles which give its character to the *Domestic Monthly* are full of the new spring styles, minutely illustrated and described. This magazine is, above all, practical, and adapted to the requirements of people in moderate circumstances. The literary department contains a capital installment of Mrs. Cashel Hoey's new novel, "The Lover's Creed," and there are other good short stories, poems and articles of interest to women. Mrs. Henry Ward Beecher has a pleasant and useful talk with housekeepers.

The March *Manhattan* is an unusually bright and entertaining number. The Frontispiece is an engraving by Frank French of Fortuny's water-color "La Potiche." It is excellent work and the best engraving in the number. There are pleasing contributions by Harriet Prescott Spofford, Sarah Orne Jewett, Edgar Fawcett, and George Ticknor Curtis. The paper of Gen. Loring, "What will Become of Egypt?" is of especial interest at this time.

## LITERARY NOTES.

Mr. Crawford's "To Leeward" has already reached a sale of ten thousand copies.

Solberg's bibliography of the subject of International Copyright, appearing in the *Publishers' Weekly*, is a complete source of reference.

Mr. Beecher's discourse, of Feb. 10th, commemorative of Wendell Phillips, is worthy the grandeur of its subject. It is published in pamphlet form, by Fords, Howard & Hulbert, New York.

"How to Think and What to Write" is the title of a small book in two volumes on Composition, by Elizabeth A. Allen; New York Text Book Co. No. 1 for pupils from 8 to 12, No. 2, 12 to 15 and over. Each book contains a number of familiar subjects outlined, and blank leaves for written work.

Charles Lewes, son of George Henry Lewes, writes that it is untrue that "George Eliot" left many notebooks behind her dealing with numerous subjects. When the biography upon which her husband, Mr. Cross, is now engaged, and the forthcoming volume of essays are published, there will remain almost nothing unprinted.

The little compendium, *The Book Buyer*, issued every month by the Scribners, is a most useful and handy publication. It contains a summary of current American and foreign literature, reviews of the latest books, comments on literary matters, and news and notes of interest to book-buyers and readers. Its subscription price has been placed at 50 cents a year.

The first number of *The Kaleidoscope*, a monthly maga-

zine for girls and boys, has just been issued by W. S. Bond & Co., of York, Penn. Its purpose seems to be to furnish entertaining and instructive matter, suitable for the home circle and supplementary reading in schools. One of its features is "Useful Work for Young Hands." Price is 50 cents a year.

Regarding Coleridge's addiction to opium, a writer in the *Academy* says, "Coleridge knew that, to him, health, while he was on the platform, was a very vital matter and he took all proper care to preserve it. During the delivery of one course of lectures he had a servant to follow him about the streets with the express mission of preventing his buying opium."

Matthew Arnold's comparison of Emerson and Marcus Aurelius, "one of the half-dozen greatest moral teachers of the world," ought, the *Pall Mall Gazette* thinks, to console his admirers "for his literary inferiority to Addison and La Bruyère," but the good people of Boston seem to be inconsolable, and it is said Matthew Arnold's works find no sale in New England, which is really too bad—for New England.

A very ingeniously contrived set of cards, called "Desk Shield, Blotter and Information Cards," has been sent us. They contain the names of the days and months, script letters, figures, punctuation marks, programs for the day, subjects and directions for composition writing, and mottoes which, if to read were to heed, would make model youths of the pupils into whose hands they chance to fall.

It will be interesting to many to learn that the long-expected memoirs of Heinrich Heine have been secured by the publisher of the *Gartenlaube* and will appear in the pages of that world-renowned journal. The 128 pages of manuscript comprising these memoirs were written by Heine during his last illness and give a vivid picture of the home life of the poet during his early youth. His widow disposed of the MS. to M. Julia, of Paris, who, knowing its interest to the world, set upon it the goodly sum of 100 francs per sheet, which he has actually obtained from the enterprising publishers of the *Gartenlaube*, after asking it in vain from many other publishers.

The original manuscript of Anthony Trollope's novel, "Orley Farm," is in the possession of Scribner & Welford. It is composed of about twelve hundred closely-written letter-sized pages; both sides of the paper are covered. The hand is a free and running one, and there are few corrections or underlinings. For this manuscript the author received a little more than \$15,000 from Messrs. Chapman & Hall, of London, to whom it was sold—about \$12.50 per manuscript page of some two hundred and fifty words. The author was accustomed to write such a page each quarter hour by the clock, during the time he worked. He considers "Orley Farm" his best work.

"It seems," says *The Academy*, "that fourteen English publishers were after the English translation of 'John Bull et son Ile.'" The first and second to whom it was offered tried to beat down the price, and the disgusted author, Mr. Max O'Rell, abruptly closed negotiations. The third publishing house, Y. Leadenhale Presse, at once closed with the terms, and, to clinch matters, tendered a cheque in advance for the whole amount, which (not to be outdone in business generosity) Mr. Max O'Rell promptly declined. Since its appearance, barely three weeks ago, "John Bull and his Island" has been selling at the rate of nearly a thousand copies a day, and the profits must have netted the plucky publishers something very handsome indeed. The sale of the American edition has reached 7,000 copies.

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"The large experience that we have had during the past thirteen years, in which we have treated many thousands of cases with our new Vitalizing remedy," says Dr. Starkey & Palen, of 1109 Girard St., Philadelphia, Pa., "attests a that nine tenths of the diseases which have been steadily growing worse in spite of the best medical treatment the country affords, can be cured or greatly helped by the use of this agent. We do not say this in any boastful way. The declaration is based upon results of a surprising character and in so wide a range of cases, many of them given up by physicians as hopeless, as that it stands as a fact open to the clearest authentication, and we will afford any one who desires to verify the reports and testimonials which we lay before the public, the largest opportunity for doing so." Write to them for their pamphlet describing the nature of action of this new and remarkable treatment. It will be sent free.

The end of learning is to know God, and out of that knowledge to love him and to imitate him. —MILTON.

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## Treasure Trove

## FOR MARCH,

Is well up to the mark, as all its readers will agree. Among its best features are the frontispiece and sketch, "The Little Stranger," by Lucy C. Carke; "What to Do," by Edward L. Monroe; "Pleasure in Drawing," by the author of "How to Paint in Water Colors"; "Peter the Great," by Colin Maillard; "The Lenox Library," by E. L. Belet; "Games for Long Evenings," by J. S. Caspar; "Two Kinds of Boys," by Kirke Hazlett; "Saint Patrick," by Lindsay Walcott; "Joseph Haydn," by Alice M. Kellogg; "The Story of Enoch Arden," by David E. Freeman; "The King of Beasts," by Arthur L. Harkness. The favorite papers on "Authors Worth Reading" are continued, as is also the serial story, "Go Ahead." The number is finely illustrated, and contains original and selected poetry, declamations in prose and verse for different ages, a sprightly dialogue, by W. Randolph, and other articles concerning matters of the time. The children's page and other departments are not neglected, but keep up to their usual high standard.

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Messrs. Houghton, Mifflin & Co., of Boston, have added another number to their Riverside Literature Series, entitled "Longfellow's Courtship of Miles Standish," dramatized for private theatricals in schools and families. This series is gotten up handsomely, and sells at the low price of 15 cents a number. We have no doubt that the teachers and students will promote their own interest and show their just appreciation of the enterprising pub-

lisher by purchasing the Riverside Series, gotten up at one-tenth of the cost of the other editions.

We wish to call the attention of our readers to the advertisement on the last page of Leach, Shewell & Sanborn. This enterprising firm has lately published "Lessons on the Human Body," by Prince Orestes M. Brands, of Paterson, N. J. This is a very valuable book, being an elementary treatise on physiology, hygiene and the effects of stimulants and narcotics upon the human system, adapted for public schools. It is well illustrated, and contains 264 pages. Introduction price 35 cents.

Teachers having school-books to dispose of will find it to their advantage to correspond with Messrs. John H. Keyser & Co., of Philadelphia, who buy or exchange books of all descriptions at liberal rates.

Ballard's Perfect School Register. This register, published only a short time ago, has met with great favor in the schools where it has been shown. It is gotten up on the finest writing paper, flexible covers, and each page registers the attendance of twenty-five pupils for 16 weeks. We fixed the price very reasonable, making it very inexpensive for the teachers. Send to publishers for sample copy.

One of the specialties of Keuffel & Esser, Fulton street, N. Y., is a Book of Instructions and Pens for learning and practicing the style of "round writing" so much in vogue and so useful for many purposes. This energetic house also furnishes almost everything in the line of fine drawing materials.

In another column will be found the advertisement of the Great American Tea Co. They offer special inducements to large purchasers of their teas and coffees. The company is an old and reliable one. House-keepers should read their notice.

Messrs. J. & R. Lamb, 59 Carmine St., announce in another column that they will send a hand-book by mail, free to those applying for the same. The Messrs. Lamb are the oldest and most widely known manufacturers of church furniture and banners in the country, and are certain to give satisfaction to those favoring them with an order.

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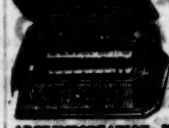
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